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ABSTRACT

This handbook on nutrition and cooking is one of a series written especially for parents and other caregivers. Contents include: (1) the importance of nutrition, (2) the four basic food groups in terms of serving size, menu planning, and major nutrients, (3) ways to build healthy attitudes toward food, (4) unsafe foods which have the potential to cause choking and allergies, (5) a contrast of nutritional snacks with junk food, (6) ways to involve children in activities in the kitchen that are fun, (7) skills children can acquire in the kitchen, and (8) recipes and suggested activities. A brief, selected bibliography is included. (RH)

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KITCHEN MAGIC

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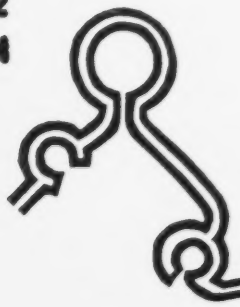
A Nutrition and Cooking Activities Handbook



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KITCHEN MAGIC

A Nutrition and Cooking Activities Handbook

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PREFACE

This handbook is one of a series written especially for parents and other caregivers. The series includes:

What Should I Do - A handbook on Emergency Care and Safety

Kitchen Magic - A handbook on Nutrition and Cooking

Listen to Me - PLEASE - A handbook on Communication

You Can't Make Me - A handbook on Behavior Management

The Developing Child Series - Handbooks on Child Development

"The Critical Years" - Birth to Two

"The Play Years" - Two to Six

"The School Years" - Six to Eleven

"The Searching Years" - Adolescence

We have given you an overview of some of the major areas involved in caring for children. You will find these handbooks useful on your first reading as well as a ready reference for the years to come.

Children are the most precious resource our country has. As parents and caregivers, we should be knowledgeable about children and their needs.

Mary Jo Crist, B.S.
Madeline E. Ehlert, M.Ed.
Judith K. Schneider, Ph.D.

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KITCHEN MAGIC

A Nutrition and Cooking Activities Handbook

NUTRITION: IS IT REALLY THAT IMPORTANT?

You may be able to guess that the answer to this question is a big YES? It has been said that you are what you eat. Take a look at the following information and see if you agree. From the moment of birth, children begin to grow in many ways. They grow physically; that is, they get bigger and stronger. They grow intellectually and they grow emotionally. Children who do not receive the proper nutrients may seem to be tired or lethargic, inattentive, apathetic and irritable. Diet also can be related to hyperactivity. Poor diet can cause children to catch diseases more easily because their bodies are not strong enough to resist the disease.

You may be surprised to learn that 90 percent of the growth of the brain occurs after birth but before the age of 3 or 4 years. Children who have nutritional deficiencies could have reduced or impaired intellectual

functioning. If they do not have the proper food to support the normal development and growth of the brain during this important period, they may have difficulty functioning in school and in an adult society. Even poor teeth and difficulty with eyesight in adulthood can sometimes be traced back to poor diets in the early years.

As caregivers, we have a responsibility to provide a good, nutritionally balanced diet to the children in our care. In order to do that, we must first understand what is and is not a part of a good, well-balanced diet. Secondly, we must find out the most appropriate way to help young children enjoy their food and develop the "Good Food Habit."

THE FOUR BASIC FOOD GROUPS

All of our body's nutritional needs can be met by eating a balance of foods in the four basic food groups. These groups are:

BREAD AND CEREALS
MEAT AND PROTEIN FOODS
FRUITS AND VEGETABLES
MILK AND DAIRY FOODS

SERVINGS

The number of servings we need from each group varies with age. The following chart will help you plan appropriately. Small portions are best. A child can always ask for seconds. A rule of thumb for serving sizes is 1 tablespoon of each food per year of the child's life during the preschool years.

The earlier you introduce a variety of foods to a child; the more receptive the child will be to taste and textures. Some examples of foods in each food group are as follows:

FRUITS AND VEGETABLES

Apples
Appricots
Bananas
Blackberries
Blueberries
Cantaloupe
Cherries
Cranberries
Dates
Grapes
Mangos
Oranges
Peaches
Pears
Pineapples
Plums
Raspberries
Raisins
Watermellon
Fruit Juices

Bean sprouts
Beans
lima, green,
pinto, kidney,
soy, navy
Beets
Broccoli
Carrots
Cauliflower
Eggplant
Corn
Lettuce
Mushrooms
Peas
Potatoes
Spinach
Squash
Sweet Potatoes
Tomatoes
Parsnips

MILK AND DAIRY PRODUCTS

Milk (Lowfat or Whole)
Yogurt
Cheese
Ice Cream
Cottage Cheese

MEAT AND PROTEIN FOODS

- Beef
- Lamb
- Pork
- Veal
- Poultry (Chicken, Turkey)
- Liver
- Fish/Shellfish
- Peanut butter
- Eggs
- Dry Beans
- Dry Peas
- Lentils
- Tofu
- Cheese*
- Vegetable Protein

*DO NOT COUNT THE SAME SERVING OF CHEESE AS MEAT AND MILK.

BREAD AND CERAELS

- Bread (whole wheat)
- Fruit breads
- Crackers
  - graham
  - soda
  - melba toast
  - zweiback
- Biscuits
- Cornbread
- English muffins
- Muffins
- Rolls
- Spaghetti
- Macaroni
- Noodles
- Tortillas
- Rice
- Dumplings
- Bulgar
- Oats
- Oatmeal
- Farina
- Pancakes
- Waffles

When you begin to plan a balanced menu for the children under your care, use the chart on serving sizes and pick foods from all four food groups to plan the menu. The Menu Planning Chart on the following page will prove to be a useful tool in planning a well balanced diet. In making your selections a few general principles will help guide you.

SERVING SIZES FOR CHILDREN

AGES	GROUP I FRUITS & VEGETABLES	GROUP II MILK & OTHER DAIRY PRODUCTS	GROUP III MEAT & OTHER PROTEIN FOODS	GROUP IV BREADS & CEREALS
1-3	4 or more servings (1 serving = 3 Tbs.)	2 servings (1 serving = 1 cup)	2 servings (1 serving = 1 ounce)	3 servings (1 serving = 1 slice bread; ½ cup cooked cereal, pasta or rice; 1 ounce dry cereal)
4-6	4 or more servings (1 serving = ¼ cup)	same as above	2 servings (1 serving = 1½ ounces)	4 servings (1 serving is same as above)
7-10	4 or more servings (1 serving = ½ cup)	same as above	2 servings (1 serving = 1½ to 2 ounces)	4 or more servings (1 serving is same as above)

Taken from information provided by the American Dietetic Assc..

DATE _____ DAILY MENU PLANNER

	Morning	Midday	Afternoon	Evening
PROTEIN FOODS meats fish cheese eggs dried beans other				
BREAD/CEREALS bread rice cereal pasta muffin other				
FRUITS AND VEGETABLES carrots broccoli cauliflower beans apples orange(or juice) bananas other				
MILK/DAIRY yogurt cheese milk cottage cheese ice cream other				

Feb. 3, 1986 DAILY PLANNER

	Morning	Midday	Afternoon	Evening
PROTEIN FOODS meats fish cheese eggs dried beans other	1 egg			1½ oz. chicken
BREAD/CEREALS bread rice cereal pasta muffin other	1 slice whole wheat toast	2 slices whole wheat bread	1 small bran muffin	
FRUITS AND VEGETABLES carrots broccoli cauliflower beans apples orange(or juice) bananas other	6 oz. orange juice	6oz. apple juice	1 small banana	¼ cup cooked carrots ¼ cup green beans
MILK/DAIRY yogurt cheese milk cottage cheese ice cream other	½ cup milk	1 slice cheese		1 cup milk

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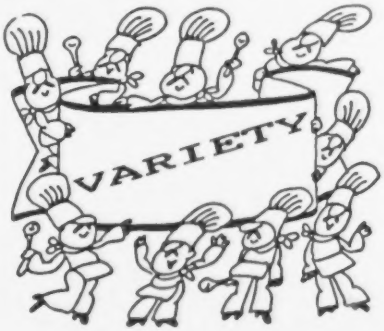
VARIETY: For interest as well as being sure you obtain all the needed nutrients (See Major Nutrient Chart), variety is the KEY. Keep all portions small and try to include a variety of textures and color at each meal. Instead of a cup of milk, have three ounces of milk and a few pieces of cheese. Instead of a slice of bread, have a few squares of bread and a tablespoon of rice. Large portions of food often turn children off.

Look for new foods. As adults we are often in a food rut and unconsciously pass our own food preferences on to children. Get into the habit of looking for different fruits, vegetables,and grains as well as new recipes for combining familiar foods. The earlier children are introduced to a variety of tastes and textures the more apt they are to be receptive to different foods.



Major Nutrients: Their Roles and Sources*

NUTRIENT	WHY NEEDED	WHERE FOUND
Protein	Promotes growth and repair of body tissues; supplies energy; helps to fight infections; forms an important part of blood, enzymes, and hormones to regulate body functions.	Lean meats; poultry; fish; shellfish; eggs; milk; cheese. Next best are the proteins such as dry beans and peas; nuts; peanut butter; bread; cereals; wheat germ. If served with a complementary animal protein food such as cheese, the combined protein value is high.
Carbohydrates (Starches and sugars)	Supply energy; spare protein for body building and repair; also necessary for bulk and proper elimination.	Breads; cereals; grits; corn; rice; potatoes; the macaroni and noodle families; bananas; sugar; honey; syrup; jam; jelly; molasses.
Fats	Supply concentrated energy; improve taste of food; help body use other nutrients; help maintain temperature; lubricate intestinal tract.	Butter; margarine; whole milk; ice cream; cheese; egg yolk; shortening; lard; chocolate; chocolate candy; pies; puddings; salad oils.
Calcium	Builds sturdy bones and teeth; helps blood clot; helps to keep nerves, muscles, and heart healthy; aids in healing wounds; helps fight infections.	Milk; ice cream; cheese; cottage cheese; kale; collards; mustard and turnip greens; salmon; sardines.
Iodine	Helps thyroid gland work properly in regulating energy.	Iodized salt; salt-water fish and shellfish.
Iron	Necessary to form hemoglobin (red substance in blood) which carries oxygen from lungs to body cells.	Liver; heart; kidneys; oysters; lean meats; egg yolk; clams; whole-grain and enriched cereals; dry beans; molasses; raisins and other dried fruits; dark green leafy vegetables.
Sodium	Preserves water balance in body.	Salt; meat; fish; poultry; eggs; olives.
Potassium	Keeps nerves and muscles healthy; helps to maintain fluid balance.	Meat; fish; fruits; cereals.
Phosphorus	Essential (with calcium) for bones and teeth; helps fat do its job in the body; aids enzymes used in energy metabolism.	Milk; ice cream; cheese; meat; poultry; whole-grain cereals; dry beans and peas; fish; nuts.
Magnesium	A must for strong bones and teeth; helps muscle contraction; aids in transmitting nerve impulses.	Cereals; dry beans; meats, milk; nuts.
Vitamin A	Helps maintain eyesight, especially in dim light; aids growth of healthy skin, bones, and teeth; promotes growth; helps resist infection.	Liver; broccoli; turnips; carrots; pumpkin; sweet potatoes; winter squash; apricots; butter; fortified margarine; egg yolk; fish-liver oils; cantaloupe.
Thiamine (Vitamin B_1)	Helps body cells obtain energy from food; aids in keeping nerves healthy; promotes good appetite and digestion.	Pork; lean meats; poultry; fish; liver; dry beans and peas; egg yolk; whole-grain and enriched cereals and breads; soybeans.

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NUTRIENT	WHY NEEDED	WHERE FOUND
Riboflavin (Vitamin B_2)	Helps body use protein, fats, and carbohydrates for energy and for building tissues; aids in maintaining eyesight; promotes radiant skin.	Milk; cheese; liver; kidneys; heart; eggs; green leafy vegetables; enriched cereals and breads; yeast.
Niacin	Required for healthy nervous system, skin, and digestive tract; aids energy production in cells.	Lean meats; poultry; fish; variety meats; dark green leafy vegetables; whole-grain and enriched cereals and breads; peanuts; peanut butter.
Vitamin C (Ascorbic acid)	Aids in building the materials that hold cells together; helps in healing wounds and resisting infection; needed for healthy teeth, gums, and blood vessels.	Citrus fruits; strawberries; cantaloupe; tomatoes; potatoes; Brussels sprouts; raw cabbage; broccoli; green and sweet red peppers.
Vitamin D	Helps body use calcium and phosphorus to build strong bones and teeth.	Fortified milk; fish-liver oils; egg yolk; liver; salmon; tuna. Direct sunlight also produces Vitamin D.
Vitamin B_6	Aids body to use protein and maintain normal hemoglobin in blood.	Meats; wheat germ; liver; kidney; whole-grain cereals; soybeans; peanuts.
Vitamin B_{12}	A necessity for producing red blood cells and for building new proteins in the body.	Meats; liver; kidneys; fish; eggs; milk; cheese.
Vitamin E	Function is not clearly understood, although it is thought to help form red blood cells, muscle, and other tissue.	Wheat-germ oil; salad oils; green leafy vegetables; nuts; dry beans and peas; margarine.
Vitamin K	Promotes normal blood clotting.	Green leafy vegetables; cauliflower; egg yolk; liver; soybean oil.

* Reprinted with permission of *Parents' Magazine*. From an article by Rita Moher appearing on p. 52 of March 1975 issue.

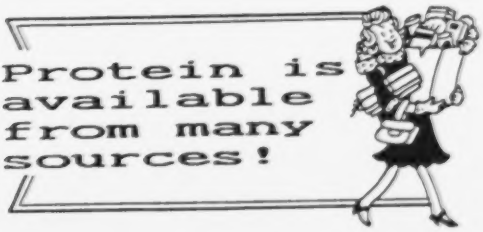
MODERATION: Most Americans eat too much and expect children to eat too much. Be particularly aware of recommended size portions -- a tablespoon is a small amount. Many children lose their appetites when presented with a full plate of food. Giving a child a few pieces of several foods -- three green beans, four bites of chicken, four noodles and two sections of orange - then adding more is better than giving them larger portions and throwing half of it away.

Nothing should be completely omitted from the diet, but there are some areas that are causing Americans serious health problems. By influencing children's choices and food habits, adults can encourage later nutritional habits and adult health.

PROTEIN AND FAT: Friend and Foe

The problem with fat in the American diet is the emphasis on protein in the diet and meat as the major source of protein. The average American eats twice the amount of protein needed - much of it meat which has more saturated fat than it has protein. In a T-bone steak, aboout 20 percent of the calories are protein and 80 percent are fat. The quantity of meat eaten at one time is also a problem. Protein is not stored, so it is used more efficiently if it is consumed in small amounts frequently.

Children do not usually like pieces of meat since it is more difficult to chew and seems dry before they can swallow it. Since they are growing (building new cells) and need more protein than adults, they should be encouraged to eat ground or finely cut meat in small quantities with other foods. Others sources of protein such as legumes, vegetables and grains should be combined and included as a protein



source. Peanut butter on whole wheat bread is an excellent source of protein. Rice with small quantities of meat has been the traditional Oriental diet. When the Japanese started eating larger quantities of meat after World War II, the number of heart attacks increased dramatically. Children develop their dietary habits early. Learning not to depend solely on meat for protein can be of great help to their future health. While about a tablespoon of fat is needed each day, none of it needs to be saturated fat. The more saturated a fat is, the harder--or firmer--it is at room temperature. Blood vessels tend to get fatty deposits from such a diet.

SOME FACTS:
1. Most of us eat twice as much protein as we need.
2. Much of the protein we commonly eat is high in fat and calories.
3. Protein is not stored. We need a daily supply.
4. You must consume 'complete' protein within the same meal.
5. Nearly all vegetables contain some protein which contributes to meeting the daily requirement.

PLANT FOOD PROTEIN

There are two simple approaches to obtaining complete protein from plant foods:

--Combine any legume (beans, peas or soy-based food) with any grain (wheat, oats, corn, rice), nut or seed.

For example: lentils or black beans with rice, bean taco or enchilada, stir-fired tofu with rice, stir-fried vegetables with rice and almonds, high-protein pasta.

--Combine any grain, legume, nut or seed with small amounts of milk, cheese, yogurt, eggs, red meat, fish or poultry.

For example: oatmeal made with milk, rice pudding, pizza, macaroni and cheese, stir-fried pork and vegetables with rice, spaghetti with clam sauce, chicken soup with rice or pasta, chef-style salad with chickpeas and cheese, meatless chili topped with yogurt, Spanish rice.

SALT: The Overused Seasoning

Salt is everywhere. It is one of the leading additives in processed and refined foods plus being added in home cooking. Salt is an acquired taste since infants do not prefer foods with salt. Baby food manufacturers have recently decreased or eliminated the salt in baby food, and it is only when the babies start table food that they become addicted to salt. Often by the teen-age years children have cravings for salty snacks. Unfortunately, many people equate snacks with saltiness -- that's why there is always a sizable section for salty snacks in the grocery store.

The problem is critical in that excessive use of salt has definitely been linked to hypertension (high blood pressure). This leads to heart and kidney disease and strokes in later life. Since the average person needs only about one teaspoon per day and children even less, most people are abusing salt. As caregivers we can discourage the use of salt by careful planning. By serving foods with little salt and relying less on processed foods, children will learn to appreciate the natural taste of food. We would probably do ourselves a favor by decreasing our use of salt.

HOW TO BREAK THE SALT HABIT

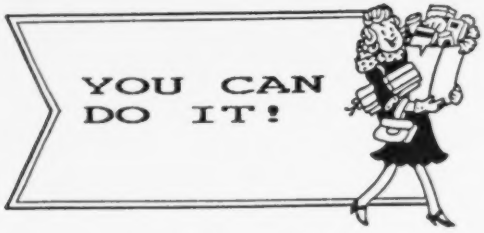
1. Never add salt at the table.
2. Reduce the amount of salt you use in cooking and baking.
3. Experiment with condiments, herbs and spices. There is an endless variety -- try some new ones.
4. Avoid processed and refined foods when possible. Get into the label reading habit.
5. Do not use salt substitutes unless recommended by the doctor.

SUGAR: The Tempter

Everyone knows that sugar is BAD but everyone loves it. Unlike salt even infants seem to prefer sugar -- in one study as increasing amounts of sucrose were added to the baby's bottle, the rate of sucking increased. Newborn rats consumed sugar water in preference to a nutritious diet, even to the point of malnutrition and death. Why is sugar so bad if it tastes so good? Because it is high in calories that have no nutritional value -- empty calories.

For children this is particularly bad because it takes room which should be used for much needed nutrients. Children are small and have a great need for vitamins, minerals, protein, calcium, etc. for all the growing they must do. There is not room in their diets for many empty calories. Instead of refined sugar the natural sugar in fruit does bring with it nutritional value and still satisfies the 'sweet' tooth. Other desserts, like oatmeal cookies, puddings and "dessert" breads, can contain small amounts of sugar with other nutritional ingredients. Just as with salt the amount and intensity of sugar desired is acquired. If we are used to a candy bar, a little animal cracker may not seem sweet; but if we are used to only the mild sweetness of an animal cracker, the candy may seem too rich.

Besides its other faults, sugar in the diet does promote tooth decay. Sweets eaten between meals are particularly at fault. It is recommended that teeth are brushed fifteen minutes after sweets are eaten. Problems with tooth decay can begin in infancy if the baby is repeatedly allowed to sleep with a bottle. The bacteria produce acids from the sugars in the little pools of liquid that lie against the sleeping child's teeth. Bottles should be taken away before the baby is put to bed.



HOW TO CUT DOWN ON SUGAR

1. Don't buy sweet snacks or candy to have in the house.
2. Get in the habit of serving fruit--fresh fruit as dessert.
3. Make your own cakes, pies, puddings for dessert and cut the sugar by a third.
4. Never use sweets as a reward for children--or to entice them to eat their other food.
5. Eliminate soft drinks from your diet. One fifth of the refined sugar consumed comes from soft drinks -- completely empty calories and they are filling for little ones. Diluted apple juice is a better drink.
6. Again read labels. Even this can be confusing since sugar is often listed by different names such as corn syrup, sucrose, fructose, or honey on the same product. Except for some nutrients in molasses, all forms of sugar are empty calories. Cereal labels often contain several varieties of sugars. Sometimes, if they were all in one category, sugar would be the main ingredient. TRY to avoid the sugared cereals.

VEGETABLES: The Challenge

Just as much as children like sugar, they are notorious for not liking vegetables. Adults know how good vegetables are for vitamins, minerals, even calcium and protein. Most adults like vegetables, but many children are resistant. One of the most frequent questions asked by parents or caregivers is, "How can I get my child to eat vegetables." Here are some suggestions that may help:

1. Never serve mushy, overcooked vegetables. Soggy vegetables just aren't appealing.
2. Let the children get involved in salad and vegetable preparation. They can prepare a salad bar or mix a salad -- even a two year old can wash the cherry tomatoes.
3. Serve raw or crunchy steamed vegetables and dip as a first course. Have the vegetables ready when children are hungry just before dinner. Children who get used to vegetables as snacks have a different attitude about them.
4. Serve small portions of "iffy" vegetables, asking only that the child taste a teaspoon of a new vegetable.
5. Think of enticing ways to serve vegetables, perhaps giving them a catchy name (broccoli, for example, might be called "baby tree.").
6. Look for ways to disguise vegetables -- carrot cake or zucchini bread. Grate vegetables like squash or cabbage into tomato sauce, meat loaf, or omelets.
7. Most children do like fruit and for the truly resistant child it can be relied on to have the same nutrients as vegetables.

BUILDING A HEALTHY ATTITUDE

The doctor will help parents determine the kind and amount of milk for the first few months. While all babies develop in their own way, there are some averages you can use as guidelines. Most babies double their birth weight around four-five months and triple it by the time they're a year old. They gain about two pounds a month during the first three months and one pound a month during the next three months. For the next six months, a gain of three-quarters to one pound a month is typical. Around a year a baby's appetite decreases. On the average they gain only about five or six pounds

during the entire second year and grow less than five inches.

While the doctor will also help parents decide when to start solid foods, the average time is between four and six months. If the baby is drinking about 35 to 40 ounces a day and still hungry, it signals a need for solids to supplement the milk. The purpose of introducing solids is to help a child get used to different tastes and to the spoon as well as adding a variety of nutrients. This will also be the time when the child moves toward three meals a day with snacks. A guideline for a daily menu for a six-month-old:
(average serving - 3-6 teaspoons)

2 protein foods
2-3 cereal, grain
5 fruit/vegetable
3-4 milk (approx. 24-32 oz.)

When babies are about a year old two common changes in eating behaviors occur. Their appetites decrease and their need for independence increases. Often the first place they display this 'independence' is in the high chair. Since this period influences later eating behaviors, it is important for the caregiver to react appropriately. Too often adults panic when the baby's attitude about food changes. Instead of treating the change as natural and normal, they cajole, bribe and worry about whether the child will get the proper nutrition. While nutrition is vital, the attitudes and emotions created during this period may be more critical. It is during the toddler and preschool years that many subconscious habits are formed. It is also important to recognize that the activity of eating occurs more often than almost any other daily activity. It is important that this is a pleasant part of your relationship. A few reminders:

1. Children will not starve themselves. Hunger will eventually turn the tide. If you make an issue of eating, it will only make matters worse.

2. If mealtime becomes a battleground, everyone loses.

3. Try changing the environment--experiment with different amounts and kinds of foods.

4. Be cheerful and companionable at mealtimes.

5. Try relying more on finger foods--remember always present small amounts. It sometimes works to spoon-feed while the baby is busy with finger foods.

6. Time snacks carefully so that you are sure the baby has time to be hungry.

7. If children's appetites are small, all their food needs to be nutritious. Children sometimes will choose liquids over solids at this age so their liquid intake needs to be monitored. At a year a child needs about 16 ounces of milk a day.

8. Don't worry about messiness--prepare for it. A large vinyl tablecloth can be placed under and around a child's highchair for easier clean-up and a big bib with pockets should be used.

9. At this age handling food is as important as eating it. Many types of learning take place--fine finger dexterity, eye-hand coordination, comparisons of textures, colors, sizes, shapes --as well as dropping and throwing. The less concern you show; the sooner the behaviors will disappear.

Inappropriate behaviors with foods often persist off and on through the two's and three's. The wise caregiver will have established times and places for eating. One good tip is to always eat at the table. It's easy to establish this practice with a little one. This should also include snacks. To help improve feeding skills provide a spoon with a straight, short handle, a bowl with straight sides, a small glass, and a comfortable seat. Children learn by imitating so eating with older people can be helpful as long as everyone is patient.

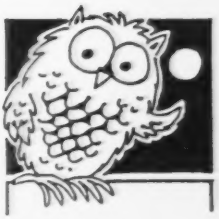
UNSAFE FOODS
CHOKING AND ALLERGIES

With very young children choking is always a concern. You should always stay near babies and young children when they are eating, and you can take certain precautions which will lessen the chances of choking.

Be sure to remember never to let a baby walk around holding hard food and never let them run and play with food in their mouths. Be sure to cook foods such as carrots and string beans until they are nice and tender at least until the baby is eighteen months old. The baby should have enough teeth to be able to handle chewing the food raw before you stop cooking vegetables.

NEVER give small, hard foods to a baby under 18 months old. Some unsafe foods for babies are listed below.

- Any kind of nuts/peanuts
- Popcorn
- Hard candies
- Potato chips
- Whole corn kernels
- Chunks of meat
- Raw uncleaned celery (at any age)



BE ALERT TO THE

FOODS CHILDREN EAT

Choking is not the only danger in meal planning with young children. Food allergies are very common and caregivers must be aware of any possible allergies of children in their care. Some allergies may be undetected. It is important to consider whether food could be the cause of some behaviors.

CAUTION:

1. Food intolerance or allergy can cause fatigue, irritability, and hyperactivity as well as physical symptoms such as a headache, stuffy nose, or stomach ache.
2. Some common foods often responsible are milk, chocolate, corn, eggs, strawberries, citrus fruits and wheat cereals. Shellfish and pork are the fish and meat to suspect most readily.
3. Foods high in sugar seem to set off a cycle of hyperactivity in many children. Artificial flavors and colorings are suspected of causing the same behaviors.

NUTRITIONAL SNACKS VERSUS JUNK FOOD

You deserve a break today! The quicker picker-upper! Things go better with Coke! There are hundreds of slogans to catch children's attention and generate a desire for tempting, tasty, attractive junk foods. Unfortunately, the main ingredients for most of these foods are sugar, fat, and/or a high salt content. To keep consumption of junk food at a minimum it is important to make nutritional snacks a habit. Food fuels the child's energy. A child who is either low on energy or high on refined sugar is more difficult to manage. The right kind of snack is needed.

SOME IDEAS:

- "Applewiches" made by coring an apple and cutting it into rings, then spreading nut butter between the rings.
- Use a pin to slice a banana without peeling it.
- Cut a variety of breads - whole wheat, rye, raisin, pumpernickel - with cookie cutters and spread with cream cheese.
- Cut an apple into thin slices, drop peanut butter on them, and stand an animal cookie on the peanut butter for a merry-go-round.
- Make homemade cookies -- decreasing the sugar. Oatmeal and raisin, molasses or peanut butter are good energy sources plus suppliers of iron.
- Raw vegetables--cauliflower, green pepper, carrot curls--with a cottage cheese or yogurt dip. Dip: 1 tbsp. mayonnaise, 2 tbsp. yogurt, catsup.

- Raw fruit plate--orange slices, banana sticks, apple wedges, and berries.
- "Fruit slushes" can be made by placing crushed ice in a paper cup and pouring concentrated fruit juice over it.
- Little sandwiches with little squares of breads, cold meats, and cheese.
- Cheese cubes can be stuck on pretzel sticks, too.

HAVE THE CHILDREN DO AS MUCH AS POSSIBLE

FUN WITH FOOD
INVOLVE THE CHILDREN

An ancient Chinese proverb states,

"Tell me, I forget.
Show me, I remember.
Involve me, I understand."

Children, like all of us, learn best when they can become involved with the information and can experience things first hand. When we realize this, we begin to realize that we must

involve the children in selecting and preparing as well as eating the food.

Having the children in the kitchen can be a fun experience for everyone if a few basic routines and cautions are followed. Cleanliness is a good place to begin. Obviously, everyone should wash their hands thoroughly before any food preparation begins. It is fun for everyone to have a special cover-up just in case of messiness. (One of Dad's old shirts would be a good cover-up--but be sure to check with Dad.)

Safety is also a major concern. Any cooking which involves the children must be closely supervised. Sharp knives are seldom needed since plastic or blunt table knives will cut most foods. Even with a blunt or plastic knife, children should be taught to cut away from themselves.

Children should also learn that the handles of pans should never be left sticking out over the edge of the stove but should be turned to the center of the range. Electrical cords should not be hanging down from counters tempting little hands to pull or in pathways where children may trip. Since electric burners do not always look hot when they are on, children need to be taught how to read the switch to tell if the burner is off or on. They should also be cautioned that burners and hot food take a while to cool off.

Young (and sometimes not-so-young) children need to be reminded to keep their fingers and utensils out of their mouths while cooking. If they forget, you may need to remind them to wash

their hands again or wash the utensil before using it again.

When working with young children, either cook at a low table or have them stand on a step stool. They should feel comfortable.

As they learn, they increase their confidence. If your attitude is positive, the child will not only grow up thinking he can do anything, he'll think he's already done it. Be sure to include the child in the clean-up and the preparation of the activity. Too often with young children it seems better to get everything set up, then include them. When the activity is over, we might be ready for a break and feel like putting off the clean-up. DON'T! Whatever you do, start with a clean kitchen and end with a clean kitchen. Habits start early.

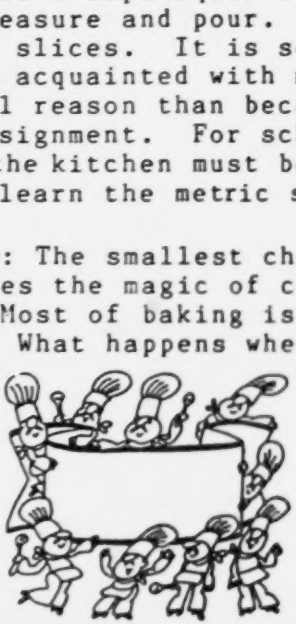
WHAT CHILDREN LEARN IN THE KITCHEN

When you stop and think about all the learning that can take place in the kitchen as well as the fun and good nutritional habits developed, it is a pretty exciting place. Kitchens are nurturing as well as nourishing places.

Academic Skills:

- **Arithmetic**: All recipes are full of math concepts. Help toddlers count the tablespoons needed. For favorite recipes they'll soon recognize the numbers. For pre-schoolers casually demonstrate that 2 tablespoons equal an ounce, that 2 cups equal a pint. They love to measure and pour. Cut bananas into inch slices. It is so much better to become acquainted with measurements for a real reason than because it's a school assignment. For school age children the kitchen must be the best place to learn the metric system.

- **Science**: The smallest child appreciates the magic of cause and effect. Most of baking is chemistry and physics. What happens when baking



powder is added to water? Why? What happens when you add different amounts of sugar to yeast and water? Can you measure the gas? What is the gas called? Kids love to see things change. Then they understand why cakes double in size and yeast rises. The kitchen is truly a magic place.

• **Geography:** There is a cookbook called Around the World in 80 Dishes. What better way to gain an appreciation of the "flavor" of different parts of the world. It can also be fun to try holiday dishes from different cultures. Emerald Isle Pie on St. Patrick's Day, Latkes (Potato Pancakes) during Hanukkah. Celebrate St. Nicholas Day on December 5 as the Dutch do - a great prelude to Christmas. Children can learn about climate, location and customs by experimenting with different foods. Decorating the table in an ethnic style can increase the fun.

• **Reading:** Use recipe books with colorful pictures and large print. The library is a great source for children's cookbooks. The added advantage is learning how necessary directions are. For most recipes not only do you have to

gather specific ingredients, but there is a specific procedure in combining them. Since much of success in school comes from being able to follow directions, the kitchen becomes a great training ground.

- **Co-ordination**: Many of the procedures have to do with pouring - without spilling, beating--just the right amount, shaping, cutting and sometimes kneading. All these activities help encourage co-ordination.

- **Socialization**: Very young children take pride in preparing foods to share with the family. Cooking is one of the most enjoyable ways for children to help in the chores of the family. Too often when they are young, they are expected to help with the clean-up which no one likes to do. Letting them help plan, shop, and as soon as possible take charge of a meal is just as helpful and lots more fun. The kitchen is also a place for children to learn to work together. Most experiments, food activities and recipes have plenty to do for several people. While it takes some planning on the part of the adult to be sure that all the participants are involved, it does encourage cooperation. Then everyone gets to share in the end product.

EAT-RIGHT SCORECARD FOR KIDS

To grow up healthy and strong, you need to eat a variety of foods each day. Every time you eat something, draw a star (*) under the food group it comes from. Then, before you go to bed, you and your parents can figure out your "score" for that day. A score of "4" means you're a 4-star**** eater—perfect! If you get less than 4, see which food group you're skipping and try to eat better the next day. Your aim is to be a 4-star**** eater every day of the week.

GROUP I
Fruits & Vegetables

Apples
Bananas
Beans
Berries
Broccoli
Carrots
Cooked or canned fruits
Corn
Dried fruits
Lettuce
Melons
Oranges or orange juice
Peas
Spinach
Tomatoes or tomato juice

GROUP II
Milk & Other Dairy Foods

Cheese
Ice Cream
Milk (skim, lowfat or whole; buttermilk; nonfat dry or evaporated)
Yogurt

GROUP III
Meat & Other Protein Foods

Dried beans or peas
Eggs
Fish
Meat, lean
Peanut butter
Poultry
Tofu

GROUP IV
Breads & Cereals

Biscuits, muffins, rolls
Bread (enriched and whole grain)
Cereal
Grits
Macaroni
Pancakes
Pasta
Potatoes
Rice
Tortillas
Waffles

Day of Week	4 stars, score "1"; less than 4, score "0"	GROUP I SCORE	2 stars or more, score "1"; less than 2, score "0"	GROUP II SCORE	2 stars or more, score "1"; less than 2, score "0"	GROUP III SCORE	3 stars or more, score "1"; less than 3, score "0"	GROUP IV SCORE	Daily Total Score (sum of 4 group scores)
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
Saturday									
Sunday									

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FOUR FOOD GROUP SANDWICHES

wheat grain bread
wheat crackers
cucumbers
tomatoes
apples
bananas
sliced roast beef,
chicken, or turkey
hard cooked eggs
two cheeses

Wash fruits and vegetables, slice produce, hard-cooked eggs, and cheeses into sandwich-sized pieces and arrange them attractively on plates according to food groups. Select at least one food from each group to make a sandwich.

EASY PIZZA

English muffins
tomato sauce
oregano
salami or other meat
mozzarella cheese slices

Spread 1/2 English muffin with 1 Tbsp. tomato sauce. Sprinkle with pinch of oregano. Place small pieces of salami on sauce. Top with slice of cheese. Place on baking sheet and bake about 10 minutes at 425 degrees.

MAKE YOUR OWN CEREAL

GRANOLA: CEREAL OR SNACK

4 cups (1 liter) rolled oats
1 cup (250 ml.) shredded coconut
1 cup (250 ml.) chopped nuts
1 cup (250 ml.) bran
1 cup (250 ml.) roasted soybeans
1 cup (250 ml.) hulled sunflower seeds
1/2 cup (125 ml.) honey, heated*
1/2 cup (125 ml.) corn, peanut, sesame, safflower, or sunflower oil
1/2 teaspoon (2 ml.) vanilla

(For people over one year old. Raw honey may obtain botulism toxins in amounts harmful to infants.)

Mix the oats, coconut, nuts, grain, beans, and seeds, Stir in the hot honey, oil, and vanilla. Mix thoroughly. (fingers are fine) Spread out on an oiled baking sheet. Bake at 325 degrees for 20 to 30 minutes. Stir after 15 minutes in the oven, so that mixture will brown evenly.

Cool and store in a tightly covered container. Serve plain as a treat or with milk and fruit.

This can be put in a blender for a finer texture for toddlers.

SHREDDED WHEAT

Dot with butter or margarine. Pour on 2 tablespoons boiling water or hat milk. Add fruit, honey (if desired), and cold milk.

MAKE YOUR OWN BREAD

Start with a Song

Oh, do you know the muffin man, the muffin man,, the muffin man,

Oh, do you know the muffin man who lives in Drury Lane?

Oh, yes we've seen the muffin man, the muffin man, the muffin man,

Oh, yes we've seen the muffin man who lives in Drury Lane! Oh!

HONEY BRAN MUFFINS

2 cups whole wheat flour
1/2 cup miller's bran
4 1/2 teaspoon baking powder
1/2 teaspoon salt
1/2 cup raisins
2 beaten eggs
1/3 cup vegetable oil
1 1/3 cup milk
1/2 cup honey

Measure the first five ingredients into 2 qt. mixing bowl. Combine and mix together eggs, oil, milk, and honey. Add wet ingredients to dry. Stir until mixture is moistened but lumpy. Spoon into muffin liners. Bake at 375 degrees for 20 minutes. Makes 18 muffins.

WHOLE WHEAT BREAD
(Children love helping with this)
1 Pkg. dry yeast
2 cups very warm water
1/3 cup honey or molasses
1/2 teaspoon salt
1/4 cup plus 1 tablespoon vegetable oil
3 cups whole wheat flour
3 to 4 cups unbleached white flour

Dissolve yeast in 1 cup of warm water in a large bowl. Combine flours. Mix honey, salt, vegetable oil, and remaining 1 cup warm water in small mixing bowl. After the yeast has dissolved, add honey-water mixture and stir well. Add one half the flour, cup by cup, beating after each addition. When dough is too stiff to beat, use your hands to mix in most of remaining flour. Place on a lightly floured board, let rest for five minutes, then knead for 10 minutes. Divide dough into enough portions so that the children can help you knead. Put dough into large greased bowl. Cover with damp dish towel and let rise until double in size for about 1 hour. (You can put dish over warm water.)

Punch dough down. Divide into two loaves and place in greased bread pans. Cover with a towel and let rise until almost double, about 45 minutes. Bake in preheated 350 degree oven for 35 minutes. Turn out of pans onto rack to cool.

1. START BY WASHING YOUR HANDS.
2. WEAR AN APRON OR COVER-UP.
3. PUT OUT ALL THE INGREDIENTS FIRST.
4. READ THE RECIPE FIRST.
5. MEASURE CAREFULLY.
6. WHEN YOU SLICE, USE A CUTTING BOARD. BE CAREFUL WITH KNIVES.
7. ALWAYS TURN HANDLES OF POTS AND PANS TOWARD THE WALL.
8. WHEN YOU OPEN A POT OF BOILING FOOD, BE CAREFUL. STEAM CAN BURN.
9. ELECTRIC SWITCHES AND PLUGS SHOULD ONLY BE TOUCHED WITH DRY HANDS.
10. CLEAN THE KITCHEN BEFORE YOU LEAVE.

TIPS FOR SETTING THE TABLE

1. USE A TABLECLOTH OR PLACE MATS.

2. GIVE EACH PERSON A PLATE.

3. FORKS GO ON THE LEFT OF THE PLATE.

4. KNIVES GO ON THE RIGHT OF THE PLATE. (Sharp edge is turned toward plate.)

5. SPOONS GO ON THE RIGHT OF THE KNIVES.

6. FOLD THE NAPKINS AND PUT THEM UNDER THE FORK.

7. PUT THE GLASSES NEAR THE KNIVES AND SPOONS.

8. BREAD AND BUTTER PLATES (if used) ARE PLACED ON THE LEFT OF EACH PLATE, RIGHT ABOVE THE FORKS.

9. EUROPEAN SETTINGS: PLACE THE DESSERT SPOON ABOVE THE PLATE.

10. ALWAYS MAKE THE TABLE PRETTY. SOME IDEAS:
    Make some flowers or use fresh ones.
    Use candles with some decorations.
    Make a centerpiece.

MINESTRONE OR How Italians Make Vegetable Soup

4 large tomatoes
6 stalks of celery
5 carrots
1 large onion
4 tablespoons butter
8 cups of water
1 cup elbow macaroni
1 teaspoon salt
1/8 teaspoon pepper
1 chicken bouillon cube
1 teaspoon sugar
4 drops tabasco
1/8 teaspoon thyme
1/8 teaspoon sage
1/8 teaspoon basil
1 bay leaf
Parmesan cheese

Wash and cut up tomatoes. Wash and slice celery. Wash, peel and slice carrots. Peel and chop onion. Put butter in a Dutch oven and saute vegetables for 15 minutes over medium heat. Add the rest of the ingredients except macaroni and parmesan cheese. Bring to a boil. After 20 minutes add macaroni and cook for another 15 minutes or until macaroni is done. Serve with parmesan cheese on top.

CHOKLADHAVREKAKOR OR Swedish Oatmeal Cookies)

2 sticks butter or margarine
3/4 cup sugar
1 egg
4 tablespoons cocoa
1/2 cup flour
2 1/2 cups quick cooking oats

Bake in a 350 degree oven.
Melt butter and cool it. Add the sugar and the egg and beat with an egg beater. Add cocoa, flour and oats. Stir with a wooden spoon until well mixed. Grease a cookie sheet. With a tablespoon drop cookie mixture onto cookie sheet. Bake for 12 minutes. Cool.

ALWAYS MAKE IT FUN

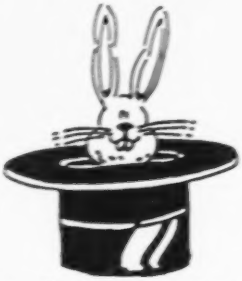
Riddles

1. When is a cook bad?
   When she whips the cream and beats the eggs.
2. Why does a cook wear a white hat?
   To cover his head.
3. Who has his friends for lunch?
   A cannibal
4. Why are fish so smart?
   They travel in schools

A game for little ones

FOOD DETECTIVE

Foods from each food group cut into bite-sized pieces (e.g., egg, bread, cheese, green pepper) are put on toothpicks. Blindfold the children. With the toothpick, place a piece of food in the child's hand. The child can feel it, chew it, taste it, describe its taste and texture, and then name the food and the group it is in. Spoons and/or cups could also be used for foods such as yogurt, cottage cheese, cooked cereal, or rice.



BALLOON BLOWUP

Children can tell their friends that they have a magic bottle that blows up balloons.

You need: balloon
empty soda bottle
pot with a little water

Put a balloon over the top of a soda bottle. Stand the bottle in a little water in a pot. Put the pot on the stove and heat it slowly. As the air in the soda bottle warms up, it will expand. And as it expands, it will blow up the balloon!

VEGETABLE MONSTERS

First kids make them then they eat them.

You need: Toothpicks
Carrots, beets, potatoes, string beans, peppers, radishes, celery, other vegetables.
Oranges, lemons, raisins, or other fruits
cloves

Use toothpicks to stick one vegetable part onto another. Sometimes you may have to break a toothpick in half to get it a good length but the blunt end will go into a vegetable like a potato and then you can use the sharp end for a vegetable like a carrot. Use raisins and cloves for eyes and other details.

PLAY CLAY

2 cups Flour
3/4 cup Salt
1 tablespoon Salad Oil
1/2 cup water

Mix the water and the salad oil. Stir in the flour and the salt. Work with your hands until the mixture is smooth and thick as bread dough. If necessary, add more water.

Drops of food coloring can be added to some of the dough. As the children knead in the color, they will first see streaks of color and then, as they knead some more, a uniform color will appear.

Play clay is reusable if stored in a plastic bag in the refrigerator.

SEED MOSAICS

Children will learn to recognize different dried beans and seeds and use them to create their own design.

A variety of dried beans and seeds
Poster board, cardboard or paper plates
Glue

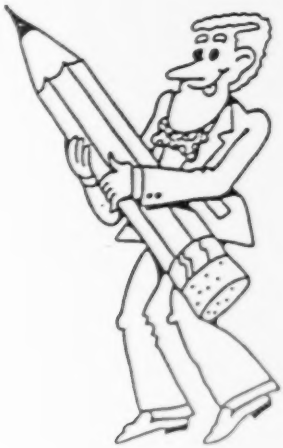
Make sure the beans and seeds are dry. Let the children draw a design first if they choose but do not insist. Apply glue to a small area of the posterboard or cardboard and place the seeds or beans on the glue. After the design is complete, let it dry. If you desire, you can put a coat of varnish or shellac on the design to coat it when it is completely dry.

YOGURT POPSICLES

1 pint yogurt (2 cups)
2 tablespoons light corn syrup
1 cup fresh, mashed, blended or grated fruit -- any kind.
optional: 1/8 tsp. ground nutmeg

1. Freeze yogurt to soft mush.
2. Remove from freezer and beat well.
3. Add corn syrup and fruit (nutmeg if desired.)
4. Beat at high speed.
5. Pour into 8 popsicle molds or small paper cups. If a paper cup is used, you can insert a stick or plastic spoon when the contents are half frozen.
6. To serve: peel away paper cup or set mold in warm water for a few seconds.

USE YOUR IMAGINATION . . .
FOOD IS FUN!!



Notes and ideas/recipes
of your own.....

Notes .... cont. ...

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